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# COM 160A.03: Oral Communications

Ed R. Moore  
*The University Of Montana*

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**THE UNIVERSITY OF MONTANA  
COLLEGE OF TECHNOLOGY  
APPLIED ARTS AND SCIENCES DEPARTMENT  
COURSE SYLLABUS**

**COURSE NUMBER AND TITLE:** COM 160A *ORAL COMMUNICATION*

**SEMESTER CREDITS:** 3

**CONTACT HOURS PER SEMESTER:** 45

**PREREQUISITES:** none

**INSTRUCTOR:** Ed R. Moore

**E-MAIL:** eddie.moore@mso.umt.edu

**PHONE:** 243-7861

**OFFICE LOCATION:** College of Technology, Health and Business Bldg.

**OFFICE HOURS:** By Appointment

**RELATIONSHIP TO PROGRAMS:**

Graduation requirement to fulfill communication requirement for the Associate of Applied Science and Associate of Arts degrees. "Technicians are members of unique occupations with their own bodies of knowledge [they must be able to] articulate technical issues in a language that laypersons can understand...general communications skills are required. (Stephen R. Barley, "What Do Technicians Do?" *Educational Quality of the Workforce Working Papers*, EQW Catalog Number WP17, 1993, p.13)

**REQUIRED TEXT AND MATERIALS:**

*A Speaker's Guidebook* 2d ed. by Dan O'Hair, Rob Stewart, and Hannah Rubenstein

**COURSE DESCRIPTION:**

Introduction to oral communication skills with emphasis on informative public speaking. Focus is on the organization, delivery, and retention of oral messages.

**STUDENT PERFORMANCE OUTCOMES:**

Occupational Performance Objectives

Upon completion of this course, the student  
Will be able to:

1. Identify the similarities and differences between public speaking and everyday conversation.

2. Identify the difference between a general and specific purpose.
3. Distinguish between the specific purpose and central idea of a speech
4. Formulate a specific purpose and central idea in accordance with guidelines presented in class and in the text.
5. Explain why public speakers must be audience centered.
6. Identify the five major patterns of organizing main points in a speech.
7. Explain the four kinds of speech connectives and their roles in a speech.
8. Identify the four objectives of a speech introduction.
9. Explain seven methods used to gain attention during a speech.
10. Explain why good delivery is important to successful speaking.
11. Explain the four types of informative speeches.
12. Formulate and deliver a clear, organized informative speech.

### **STUDENT PERFORMANCE ASSESSMENT METHODS AND GRADING PROCEDURES:**

- Development and delivery of four oral messages:
- Speech of introduction -**50 points if not delivered**
- 3-5 minute videotaped speech 100 points **You must tape the speech when it is assigned and must view the tape with your instructor on the designated day at the designated time.**
- 8-15 minute informative speech 264 points **Must be delivered on the assigned day.**
- 10-15 minute informative or persuasive speech 264 points **Must be delivered on the assigned day.**
- Quizzes on assigned reading. varies
- One written specific purpose statement. 50 points
- One written central idea statement. 50 points
- Documented participation in the evaluation of speeches delivered by classmates
  - 8-15 minute informative talk 80 points
  - 10-15 minute informative talk 80 points
- Written analysis of a small group communication experience. 100 points

**The Videotaped Speech, 8-15 minute Informative Speech, and 10-15 minute Informative Speech must be delivered on the assigned day and time in order to pass this course.**

### **Grading Scale:**

100-90%      A

89-80%	B
79-70%	C
69-60%	D
59% or less	F

**ATTENDANCE:**

All students are expected to attend all class meetings; there is no distinction between excused and unexcused absences. Absences will affect final course grades.

**OTHER POLICIES:**

**"Make-ups" of speeches, quizzes, and written assignments are not given for any reason. This policy is applied at the discretion of the instructor.**

**All assignments are only excepted on the day they are due; failure to deliver speeches or submit assignments on the due dates results in a score 0 and a course grade of F.**

No drop slips will be signed for any reason after the 30<sup>th</sup> day of class.

The University of Montana policies dictate that students are not to bring their children to classes. **Plagiarism of any sort will result in a course grade of F. (See definition below.)** Plagiarism: Representing another person's words, ideas, data, or materials as one's own. (The University of Montana Student Conduct Code)

**COURSE OUTLINE:**

- I. The Relevance of Public Speaking
  - A. Public speaking is a vital means of communication
  - B. The need for public speaking touches everyone during life and career
    1. Public speaking contributes to success in all careers and professions
  - C. Similarities between public speaking and everyday conversation
  - D. Key differences between public speaking and everyday conversation
- II. Speech Anxiety
  - A. Speech anxiety is common and normal
  - C. Steps for limiting and controlling anxiety
- III. Preparing and Organizing the Informative Speech
  - A. Topic Selection
  - B. Determine and formulate General Objective
  - C. Determine and formulate Specific Purpose
  - D. Formulate Central Idea/Thesis
    1. Central Idea is a concise statement of what the speaker expects to say in the speech
    2. sums up the speech in a single statement

- 3. reflects the main points of the speech
- 4. reveals content of the speech in a general way
- E. Four criteria for a well worded central idea
  - 1. expressed as a full sentence
  - 2. should not be in question form
  - 3. avoid figurative language
  - 4. should not be vague or general
- F. Main Points
  - 1. main points are the central feature of the body of the speech
  - 2. most speeches contain three to five main points
  - 3. strategies for organizing main points
    - a. chronological
    - b. cause and effect
    - c. problem-solution
    - d. topical
- G. Supporting main points
- H. Connectives should be used to strengthen organization of the body of the speech.
  - 1. four types of connectives
    - a. internal preview
    - b. internal summary
    - c. transition
    - d. signpost
- I. Introductions and Conclusions
- IV. Small Group Communication
  - A. Components of effective small group communication
    - 1. forms of small group leadership
    - 2. Five responsibilities of all group members
    - 3. A method for organizing discussion--the Reflective Thinking Method